USC Marshall
School of Business

LIM502: Collection Development and Management
Fall 2019
3 units
This class will meet Thursdays at 5 pm PT (subject to change).
Please see the Live Session Information page in Moodle for exact dates and/or updates.
Mandatory Live Sessions will not conflict with each other.

Instructor: *Caroline Muglia*
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Office Hours: *By appointment*
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COURSE DESCRIPTION

Collection Development and Management constitutes a core discipline of library, archival, and information science. It is driven by the answers to fundamental questions. What is the mission of this library? Who is it serving? What are its resources and formats? How is a collection to be revised, updated, and evaluated for efficiency? How is money being spent and on what resources? What are the opportunities for diversity, equity, inclusion, and accessibility (DEIA) in this field? Because collection development is a core competency, every librarian, archivist, or information professional must be familiar with the theory and best practices of this ongoing function.

This course covers the theoretical and practical aspects of collection development and management in different types of knowledge organizations. By the end of the course, students should be able to design and assess collections and be able to discuss the current and future trends as well as the legal and ethical aspects of collection development.

This course is delivered entirely online. It uses both synchronous and asynchronous platforms, and students are expected to contribute during synchronous sessions. Students and instructors (and guest speakers in some cases) interact online during synchronous class times as well as via a class discussion board, e-mail, web-based meetings, virtual office hours, and telephone as needed.

COURSE OBJECTIVES

At the end of this course you will be able to:

1. Describe the function of collection development and management in library, archive, and information institutions.
2. Observe and forecast the challenges and trends impacting collection development and management.
3. Design, evaluate, and assess a collection development policy and program.

4. Assess and address patron needs and usage as related to collection development decisions.
5. Describe the qualitative and quantitative tools that can be utilized to make budgetary and collection development decisions.
6. Think critically about collection development and management through the lens of diversity, equity, inclusion, and accessibility (DEIA)

COURSE MATERIALS

- **Books:**
  - Johnson, P. (2019). *Fundamentals of Collection Development and Management* (4th ed.). Chicago, IL: American Library Association.

- **Articles/E-Reserves:**
  - Refer to the weekly reading list at the end of this syllabus. Articles on e-reserves can be accessed through USC Libraries Research Guides.

- **Other Materials:**
  - Students will need to create multimedia presentations and possibly videos as part of the team project. As a result, they may need video creation and editing software and/or access to Voicethread or a similar system. They will also likely need a webcam and a microphone.

PREREQUISITES AND/OR RECOMMENDED PREPARATION

Students must complete and pass LIM 500 and LIM 501 before enrolling in this course.

COURSE NOTES

Contact Hours for this course are:
Synchronous (six 60 minute sessions): Live lectures, presentations, Q&A's.
Asynchronous (90 minutes weekly): discussion forums, assignments, team project, offline collaboration

This distance-learning course is offered asynchronous and synchronous. There are six mandatory synchronous sessions, which include class meetings, presentations, and team project presentations. Please mark your calendars accordingly.

GRADING

GRADING POLICIES

Grading policies and practices for the University are described below.

A Work of **excellent** quality; represents **Exceptional** work; a grade of "A" will be assigned for

outstanding work only.

B Work of **good** quality; represents Good work; a grade of "B" clearly meets the standards for graduate level work.

C Work of **fair** quality; represents **Adequate** work; a grade of "C" counts for credit for the course, **minimum passing for graduate credit** (except in 591A, B, C, D, E where a B is required).

C minus **Failing** grade for **graduate credit**

The LIM program adheres strictly to the grading standards of the University and the Marshall School of Business. An explanation of the USC grading system can be found in the USC Catalogue. The following grade ranges are used to determine a passing grade:

Grade	Range	Points
A	94.0% or higher	4.0
A-	90.0%-93.9%	3.7
B+	87.0%-89.9%	3.3
B	84.0%-86.9%	3.0
B-	80.0%-83.9%	2.7
C+	77.0%-79.9%	2.3
C	74.0%-76.9%	2.0
C-	70.0%-73.9%	1.7
D	60.0% -69.9%	1.0
F	59.9% or lower	0.0

A minimum grade of C (2.0) is required in a course taken for graduate credit. However, in order to receive an MMLIS degree or LIM certificate, a minimum grade point average of 3.0 is required. This standard guarantees the quality of the USC LIM program.

Because of the quality of our participants and the close attention given to them, a very high percentage of participants pass all courses with C or better grades and obtain a grade point average above 3.0.

The following rubric will be used as a guide for grading written assignments:

Criteria	Points
● The description/analysis/summary is excellent and very comprehensive. For example, the description/analysis/summary: ○ Is very rich in content. ○ Displays excellent understanding of the topic.	94 - 100 (A)

○ Incorporates several original ideas. ○ Uses personal/professional experiences, and incorporates several references to course material and other relevant information, to support important points. ● The description/analysis/summary is communicated very well. For example, ideas: ○ Are expressed very well (e.g., ideas are readily understood and clear; use of excellent grammar and spelling). ○ Are highly creative (e.g., engaging use of VoiceThread). ○ Are formatted very well (e.g., responses are highly pleasing to the eye). ○ Maintain audience interest to a high degree (e.g., hold reader interest very well).	
● The description/analysis/summary is very good and comprehensive. For example, the description/analysis/summary: ○ Is rich in content. ○ Displays very good understanding of the topic. ○ Incorporates a fair number of original ideas. ○ Uses personal/professional experiences, and incorporates a fair number of references to course material and other relevant information, to support important points. ● The description/analysis/summary is communicated well. For example, ideas: ○ Are expressed well (e.g., ideas are almost always readily understood and clear; use of very good grammar and spelling). ○ Include creative elements (e.g., incorporates some creative aspects). ○ Are formatted well (e.g., responses are pleasing to the eye). ○ Maintain audience interest well (e.g., hold reader interest well).	90 – 93.9 (A-)
● The description/analysis/summary is good and somewhat comprehensive. For example, the description/analysis/summary: ○ Is adequate in content. ○ Displays good understanding of the topic. ○ Provides minimal reflective thought; incorporates a few, if any, original ideas. ○ Uses personal/professional experiences, and incorporates a few, if any, references to course material and other relevant information, to support important points.	80 – 89.9 (B+, B, B-)

● The description/analysis/summary is communicated sufficiently. For example, ideas: ○ Are expressed reasonably well (e.g., ideas are reasonably clear; minimal grammar and spelling errors). ○ Are formatted well enough (e.g., responses are generally pleasing to the eye). ○ Maintain audience interest (e.g., hold reader interest to a good extent).	
● The description/analysis/summary is fair but somewhat incomplete. For example, the description/analysis/summary: ○ Is reasonably adequate in content. ○ Displays a fair understanding of the topic ○ Provides little to no reflective thought; incorporates no original ideas. ○ Uses personal/professional experiences, but does not incorporate any references to course material and other relevant information, to support important points. ● The description/analysis/summary is communicated with some difficulty. For example, ideas: ○ Are expressed with some difficulty (e.g., ideas are not always clear; more than minimal grammar and spelling errors). ○ Are formatted poorly at times. ○ Maintain little audience interest (e.g., hold reader interest but only at times).	74 – 79.9 (C+, C)
● The description/analysis/summary is poor and incomplete. For example, the description/analysis/summary: ○ Is lacking in sufficient details and content. ○ Displays poor understanding of the topic. ○ Provides no reflective thought; incorporates no original ideas. ○ Does not use any relevant information to support important points. ● The description/analysis/summary is communicated poorly. For example, ideas: ○ Are expressed poorly (e.g., ideas are unclear; consistent use of poor grammar and/or improper spelling). ○ Are formatted poorly. ○ Do not maintain audience interest (e.g., do not hold reader interest).	73.9 or below (C-, D+, D-, F)

ASSIGNMENTS AND GRADING DETAILS

Component	Week	% of Grade	Point Value per Assignment
Participation & Discussions	1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 14	15%	1 (some weeks will have more than one discussion question for a total of 15 points)
Quick Writes	3, 12	10%	5
Case Scenarios	11, 13	5%	3 and 6
Attendance and Participation in Live Sessions	See Live Session Information page	10%	5
Midterm Exam	8	25%	30
Team Project	2, 4, 6, 15	35%	1, 1, 1, 32
Total		**100%**	

Participation and Discussions (15%)

For each discussion question you will be required to make a minimum of one contribution in weeks 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, and 14 and a minimum of one comment on the contributions of your colleagues. Some weeks will have more than one discussion question in which case you are expected to make two contributions and two comments. To receive full credit, these contributions and comments must be thoughtful and well-grounded in the course material and discussions. Professional and collegial demeanor and writing is expected at all times.

Quick Writes (10%)

In weeks 3 and 12, you will submit a Quick Write which is a 1-2 page paper. A successful Quick Write will briefly address one of the questions posed below by including references to the course readings, and thoughtful, exploratory responses. You do not need to include full citations to the reading.

A Quick Write may include any experiences the student has had or read about relating to the question that is posed. The instructor will use these reports at the basis for discussion and/or questions with students.

Assignment	Description	Due
Quick Write #1	Find a collection development policy (CDP) from any type of knowledge organization. If you currently work at such an institution, feel free to use that one! Answer the following questions with the CDP in mind: Can CDPs prevent self-censorship in selection? How do initiatives such as Digital Public Library of America (DPLA), Google Books, Internet Archive, Hathi Trust, and others impact CDPs?	Day 7 Week 3

Assignment	Description	Due
Quick Write #2	Identify 2 advantages and 2 challenges to open access (OA) scholarly publishing.	Day 7 Week 12

Case Scenarios (5%)

In weeks 11 and 13, you will engage with interactive media via Moodle on topics and themes associated with the reading for the week. The goal of the media is to provide deeper understanding of complex areas that impact collection development and management. Complete the "Collection as Data and Content Mining" activity for week 11 and "Industry Case Study" activity for week 13 using the information provided along with acquired knowledge from the course materials and readings. At the end of each activity, you have the opportunity to receive a summary of your responses. Choose the Print option from your internet browser's menu and save the page as a PDF document. Submit the PDF document to this assignment.

Midterm (25%)

For the midterm, you will be asked to respond in writing to questions posed by the instructor. You will be given a week to prepare your responses. Respond fully to the questions and include relevant

references to course readings, discussions, lectures, etc. You will be graded based on the completeness of your response. Writing should be insightful and demonstrate a mastery of the material covered thus far.

Team Project (35%)

A major component of the MMLIS Program is working in teams. This course has regular team work. Teams of four or five will be randomly determined. Each team will select its own team name. Teams will stay together for the semester.

- **Team name:** teams will decide
- **Formation:** pre-assigned common teams
- **Activities:**
    - Week 2: Discussion - Post responses to Discussion Board: How should you and your team perform research to inform the project? and What is your team's good strategy for organizing and delegating tasks? (1 point)
    - Week 4: Submit team name and institution to be studied, and collection area to study. (1 point)
    - Week 6: Submit citations for two items to be added to collection. (1 point)
    - Week 15: Final report due & "pitch" your idea. (32 points)

The major assignment for this course will be a team project involving a collection development exercise in a library or information institution of your team's choice. There are two major parts to this assignment. One is a written summary which describes your findings. The other is a "pitch" proposal which will be submitted in multimedia format the last week of class.

As part of the assignment, you should select and describe an information organization, its users and collection. Find the organization's mission statement, collection development policy, scope statement(s), needs assessment, etc. if they exist, and comment on their strengths and weaknesses. Make suggestions on how you would improve the weaknesses you have identified. If these documents don't exist, suggest language that could be included when such documents are developed.

Select a small portion of the organization's non-fiction collection and evaluate it. Describe whether or not this slice of the collection seems to relate to the documents that you've found, e.g. mission statement, etc. Suggest 10-15 items that should be added to this collection. Provide a full citation for them. Briefly explain how and why you selected each item and what benefits the items will bring to the library and its patrons. Describe how they fit into the policies and existing collection of the organization you've selected.

Items should include at least:

- 1 journal or magazine (print or electronic? You decide.)
- 1 audio-visual selection (podcast? DVD? CD? You decide.)
- 1 e-book
- 1 commercial database

For your commercial database(s), include a copy of the licensing agreement and assume a one year subscription. Licensing Agreement Example 1. Licensing Agreement Example 2.

Once you have selected your items, determine how much they will cost to purchase and recommend how they should be purchased (directly from the publisher, through a warehouser, etc.)

Once your collection is assembled, describe how you will market the collection to the user base of the library. Describe the methods do you think will be the most effective in reaching the Library's patron base. Develop a 15 minute "pitch" to market the items you have selected. You select the audience (e.g. Library Director, faculty, etc.) Prepare to make your pitch during the last week of class.

The team project will be based on the written component as well as your pitch. The written component should be complete, insightful and all points made should be fully explained. Wherever possible you should refer to the course readings, discussions and/or lectures. The pitch will be judged based on the persuasiveness of your arguments as to why these items should be added to the collection.

Assignment	**Description**	**Due**
Introduction to the Team Project	Submit posts to the Discussion Board questions. Team member should submit the post.	Week 02
Team Project #1	Submit team name and institution to be studied, and collection area to be studied. Team member should submit assignment.	Week 4
Team Project #2	Submit citations for two of the items you are suggesting to be added to the collection. Team member should submit assignment.	Week 6
Team Project #3	Final report due along with "pitch" for your collection.	Week 15

PAPER GUIDELINES

- All documents should be in Microsoft Word format.
- Papers must be double-spaced, with 12 point font.
- Please ensure that each paper is written in APA style. Refer to the APA manual. (6th Edition)

LATENESS

Late submissions will be graded down by 1 point for every day that they are late.

INCOMPLETE GRADES

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other emergency that occurs after the 12th week of the semester.

If an Incomplete is assigned as the student's grade, the instructor is required to fill out an "**Assignment of an Incomplete (IN) and Requirements for Completion"** form which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed.

STUDENT/PARTICIPANT RELEASE FOR AUDIO RECORDING AND AUDIO-VISUAL RECORDINGS AND STUDENT/PARTICIPANT NON-DISTRIBUTION AGREEMENT

Audio recording and/or audio-visual recording ("Recording") of your participation and/or presence for this course at the USC Marshall School of Business via course media platforms are for course purposes only. Recordings are restricted to and should only be shared with course participants and the instructor.

SESSIONS AND DAYS OF THE WEEK

Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session. Assignments are due no later than 11:59 p.m. in Pacific Time (PT) on the day that is stated in the assignment.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	**Thursday**	**Friday**	**Saturday**	**Sunday**	**Monday**	**Tuesday**

LIVE SESSIONS

Live Sessions will be held using Zoom. If you cannot attend a session, it will be recorded and archived for you to view later. These are archived in the General section of the Moodle course space under Archive on the Live Session Information discussion board page. However, any quizzes and/or in-class assignments are only administered and taken during the live class session. It is important that you check the Live Session Information page regularly for Live Session schedules and recordings.

ADD/DROP PROCESS

Courses may be added until **September 17, 2019**. After registering, it is the student's responsibility to officially drop from a course if he or she decides not to continue in a course. All such changes must be processed by Web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points. A student may drop a course without academic or financial penalty up until **September 17, 2019**. If the course is dropped after **September 17, 2019** and before **October 15**, **2019** the course does not appear on the academic transcript, but the course tuition and fees will be assessed to the student's account. If the course is dropped after **October 15**, **2019**, it will be recorded with a mark of "W." No course may be dropped after **November 19, 2019**. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

TECHNOLOGY REQUIREMENTS

All students must have access to a computer with the below requirements, which will allow you to participate in class meetings and utilize Zoom. Please note that it is essential to use headphones during online class meetings in order to avoid a disruptive audio feedback loop. To verify that you have the appropriate hardware and software, please log in to the course to launch the Browser Test Page.

TECHNICAL SUPPORT

The Help Desk is available to provide assistance 24 hours a day, every day. This assistance is restricted primarily to problems with the course delivery platform. Contact the Help Desk to resolve problems that you believe are not associated with the hardware and software you have purchased from a vendor. Examples include being unable to view multimedia files or view responses to comments you have posted in the discussion area. If you are not sure whether the problem is due to your computer system, contact the Help Desk for guidance; otherwise, contact the vendor. To talk to a live technical support agent, please call: 877-807-8557 or visit our Support Website.

In the event of technical breakdowns, students will receive detailed instructions of how to deliver coursework, depending on the current task (for example, students might deliver work using a mail carrier, or in-person delivery, etc.).

Further, we recommend:

Projects, classwork, etc. – backup work frequently, save files to a backup drive or to an online storage application, email files to oneself, and keep a hard copy of papers/projects.

MAINTAINING STANDARDS OF APPROPRIATE ONLINE BEHAVIOR

Information Technology Services publishes "Policies Regarding Student Use of Computing Resources at USC." This document can be accessed at University Information Technology Policies. The protocols defined by the USC Student Conduct Code must be upheld in online classes.

The following are strictly prohibited:

- Posting inappropriate material
- SPAM to the class
- Online flaming (hostile and insulting interaction between Internet users)
- Offensive language

For more information, please visit USC Student Judicial Affairs and Community Standards page.

THE IMPORTANCE OF COURSE EVALUATIONS

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information website will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards." Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct.

Support Systems:

Student Health Counseling Services (SCS) - *(213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - *1-800-273-8255 – 24/7 on call*
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship & Sexual Violence Prevention Services (RSVP) - *(213) 740-9355*
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)/Title IX compliance – *(213) 740-5086*
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Title IX Reporting Options

The Office of Disability Services and Programs - *(213) 740-0776*
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the

Office of Disability Services and Programs. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Support & Advocacy – *(213) 821-4710*
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.

Diversity at USC –
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information – *UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety – *Non-Emergency: UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*
Provides overall safety to USC community.

COURSE OUTLINE AND ASSIGNMENTS

This 15-week course comprises thirteen lectures and/or live sessions. The midterm and team project presentations will comprise the other two weeks.

	Topics/ Daily Activities	Readings and Homework	Deliverables with Due Dates
Week 1 **August 28 - September 3**	*Introduction to Collection Development and Housekeeping*	**Required Reading:** ● Johnson, P. (2018). *Fundamentals of Collection Development and Management* (4th ed.). Chicago, IL: American Library Association. Chapter 1: pp. 1–36 and Chapter 4: pp. 119–157. .	Check Live Session Information Week 01 Discussion 01: Introduce Yourself, Post Day 4, Response Day 7 Week 01 Discussion 02: Selection and Deselection, Post Day 4, Response Day 7
Week 2 **September 4-10**	*How Do We Collect, Develop, Assess, Evaluate, and Analyze Collections?*	Required Reading: ● Johnson, P. (2018). Fundamentals of Collection Development and Management (4th ed.). Chicago, IL: American Library Association. Chapter 2: pp. 37-73 and Chapter 8: 281-287. ● "Why DDA is here to stay" (PDF) ProQuest. June 2018 Collection development policies. **Recommended Reading:** ● ARL Spec Kit 352: Collection Assessment. (2016). ● Hunt and Gather: The Fundamentals of Collection Assessment. (2016).	Week 02 Discussion 01: The Results of Collection Assessment Policies, Post Day 4, Response Day 7 Week 02 Discussion 02: PDA versus Collection Development Policies, Post Day 4, Response Day 7 Week 02 Discussion 03: Introduction to the Team Project, Day 7 Check Live Session Information

		• The Big 3 in Building a Collection Assessment Program. (2016).	
Week 3 **September 11-17**	*Collaborative/Cooperative Collection Development*	**Required Reading:** • Johnson, P. (2018). *Fundamentals of Collection Development and Management* (4th ed.). Chicago, IL: American Library Association. Chapter 9, pp. 323–363. • The Devil is in the Details: Challenges of Collaborative Collecting. (2016). Websites • DPLA • Hathi Trust • Internet Archive Google Books • What Happened to Google's Effort to Scan Millions of University Library Books? (2017). • What Ever Happened to Google Books? (2015). • A Good or Raw Deal for Libraries? (2010).	Week 03 Discussion 01: Library Collection, Post Day 4, Response Day 7 Week 03 Assignment 01: Quick Write #1: Day 7 Check Live Session Information
Week 4 **September 18-24**	*Liaison/Selector Librarians*	**Required Reading:** • Research Library Issues. (2018). • Anchors Aweigh! (PPT). (2017). • But That's the Way We've Always Done it. (2015).	Week 04 Discussion 01: Liaison Models: *Post Day 4, Response Day 7* Week 04 Assignment 01: Team Project Part 1: Day 7 Check Live Session Information

		• ARL Library Liaison Institute. (2016). • Burnout at ARL Libraries. (pre-print) **Recommended Reading:** • New Roles for New Times. (2013). • From Engaging Liaison Librarians to Engaging Communities. (2015). • Liaison as Consultancy Role. (2017).	
Week 5 **September 25 - October 1**	*Marketing and Engagement*	**Required Reading:** • Johnson, P. (2018). *Fundamentals of Collection Development and Management* (4th ed.). Chicago, IL: American Library Association. Chapter 7: pp. 241–276. • Evans and Alire. (2013). "Marketing and Advocacy" (PDF) pp. 263-288. **Online Resources:** **Watch** One of the following episodes of Lost LA: • "Borderlands" (S2, E1) • "Coded Geographies" (S2, E5)	Week 05 Discussion 01: Telling Stories with Library Resources*: Post Day 4, Response Day 7* Check Live Session Information

		• "Beach Culture," (S3, E3.	
Week 6 **October 2-8**	*Acquisitions and Vendor Relations*	**Required Reading:** • Johnson, P. (2018). *Fundamentals of Collection Development and Management* (4th ed.). Chicago, IL: American Library Association. Chapter 5: pp. 161–194. • Blecic, Deborah D., et al. (2013). Deal or No Deal? Evaluating Big Deals and Their Journals. *College and Research Libraries*, 74:2, 178–193. • Borin, Jacqueline, & Hua, Yi. (2011). Assessing an Academic Library Collection through Capacity and Usage Indicators: Testing a Multi-Dimensional Model. *Collection Building*, 30:3, 120–125. • Weicher, Maureen & Zhang, Tian Xiao. (2012). Unbundling the "Big Deal" with Pay-Per-View of E-journal Articles. The Serials Librarian: from the Printed Page to the Digital Age. 63:1, 28–37.	Week 06 Discussion 01: Considering Collections Funds, *Post Day 4, Response Day 7* Week 06 Assignment 01: Team Project Part 2: Day 7 Check Live Session Information
Week 7 **October 9-15**	*Managing Budgets*	**Required Reading:** • Johnson, P. (2018). *Fundamentals of Collection Development and*	Week 07 Discussion 01: Considering Workflow: *Post Day 4, Response Day 7* Check Live Session Information

		Management (4th ed.). Chicago, IL: American Library Association. Chapter 3: pp. 77–116. • Holden. (2010). Chapter 2: Spheres of Access, The Changing Nature of Acquisitions. (PDF). pp. 15–52. • Ross and Sutton. Acquiring and Licensing Electronic Resources. Chapter 5: pp. 57–68.	
Week 8 **October 16-22**	*Midterm*	Midterm — No reading	Midterm: Day 7 Check Live Session Information
Week 9 **October 23-29**	*Diversity, Equity, Inclusion and Accessibility (DEIA) in Collection Development and Management*	**Required Reading:** • Lived Experiences of Academic Librarians of Color. College and Research Libraries. 79 (7). (2018). • Extending the Social Justice Mindset: Implications for Scholarly Communications. (2018). • White Privilege: Unpacking the Invisible Backpack.	Week 09 Discussion 01: DEIA Priorities as a Leader: Post Day 4, Response Day 7 Check Live Session Information

		• Feminist Praxis in Library Leadership. (2017). • Creating a Social Justice Mindset. MIT Libraries. (2018). **Recommended Reading:** • Decolonizing Description of Libraries. • Post-custodial issues: Research Libraries and Wikimedia: A Shared Commitment to Diversity, Open Knowledge, and Community Participation. (October 4, 2017). • Soliciting Performance, Hiding Bias: Whiteness and Librarianship. (2015). • White Librarianship in Blackface: Diversity Initiatives in LIS. (2015). • Trippin' Over the Color Line: The Invisibility of Race in Library and Information Studies. (2005).	
Week 10	*Open Access (OA) and Scholarly Communications*	**Required Reading:**	Week 10 Discussion 01: OA for LIS Institutions: *Post Day 4, Response Day 7*

October 30 - November 5		• Closing the Gap Between University Presses and Libraries. *Inside Higher Ed.* (October 18, 2018). • Libraries Face a Future of Open Access. (2018). • Copyright Conundrum. (2018). **Listen:** • How Open is it? (2016).	Check Live Session Information
Week 11 **November 6-12**	*Collection as Data and Content Mining*	**Required Reading:** • Collections as Data • Collections as Data: Implications for Enclosure. College and Research Libraries. 79 (6). (2018). • Collections as Data: Conditions of Possibility. (2016). • NDI Talk at Collections as Data. (2016). • Rescued History. The National Science Foundation (NSF). **Watch:** Mapper's Delight: Teaching Data Literacy at the Rap Research Lab Research Lab Tahir Hemphill, Multimedia Artist, Hip Hop Word Count Project (Resource: Collections as Data: IMPACT Schedule) Transcript for Collections as Data: Impact • What We Learned from 5 Million	Week 11 Assignment 01: Collection as Data and Content Mining: *Day 7* Check Live Session Information

		Books. Retrieved from Content Mining LibGuide. ● What "Collections as Data" Means Practically? Retrieved June 20, 2017. What "Collections as Data" Means Practically? transcript	
Week 12 **November 13-19**	*Collection Management*	**Required Reading:** ● Johnson, P. (2018). *Fundamentals of Collection Development and Management* (4th ed.). Chicago, IL: American Library Association. Chapter 6: pp. 197–235. ● Evans and Alire. Managing and Planning Physical Facilities. Chapter 19: pp. 483–508. ● Rethinking Collection Management Plans. (2012). ● The Welcoming Labyrinth. (2018). ● The Right to Browse. (2018).	Week 12 Discussion 01: The Right to Browse?: *Post Day 4, Response Day 7* Week 12 Assignment 01: Quick Write #2: Day 7 Check Live Session Information
Week 13 **November 20 - 26**	*Industry Case Study*	No readings this week.	Week 13 Assignment 01: Leadership in an Institution Case Scenario: *Day 7* Check Live Session Information

Week 14 **November 27 - December 3**	*The Future*	**Required Reading:** ● Johnson, P. (2018). *Fundamentals of Collection Development and Management* (4th ed.). Chicago, IL: American Library Association. Pages 345–398. ● Noble, S. (2018). The Future of Information Culture. *Algorithms of Oppression.* ● What do Academic Librarians Value in a Leader? ● Brene Brown Now Takes on Leadership. (2018).	Week 14 Discussion 01: The Future: *Post Day 4, Response Day 7* Week 14 Discussion 02: Leadership: *Post Day 4, Response Day 7* Check Live Session Information
Week 15 **December 4-10**	*Presentation of Team Projects*	No readings this week.	Week 15 Assignment 01: Team Project Part 3: Day 2 Week 15 Live Session 01: Team Project Part 4: Day 2 Check Live Session Information

Appendix I. LIM PROGRAM LEARNING GOALS

The course contributes to achievement of the LIM program goals as follows:

How LIM XXX Contributes to Student Achievement of LIM Program Learning Goals		
LIM Program Learning Goals	**Degree of Emphasis (1=Low, 2=Moderate, 3=High)**	**Objectives that support this goal**
a. understand the ecology of libraries and information networks, their unique environments and how they are governed;	2	1,2
b. articulate and employ professional values and ethics in a variety of situations and circumstances;	2	3,4
c. apply and assess management strategies, practices and decisions.	3	3,4
d. develop and manage content, including negotiating with vendors and licensors, for targeted communities of users;	2	3,4
e. organize, retrieve and manage information for stakeholder benefit;	2	1,2,3,4

f. locate, synthesize and translate information to intelligence for various client groups;	1	3
g. develop, implement and assess programs and services for enhancing use of information and ideas;	2	3,4
h. understand the role of current and emerging technologies and infrastructure in organizational effectiveness and service delivery;	1	2,4
i. design, apply and interpret different research and evaluation methods to gain insight, assess impact and make appropriate decisions.	1	4
j. manage and lead diverse projects and teams, understanding communication and leadership behaviors that affect workplace performance and client satisfaction.	3	3
k. apply persuasion and influence through networking, collaboration, and relationship-building;	2	4
l. demonstrate a commitment to continued professional education and lifelong learning.	3	1,2,3,4